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ABSTRACT

This annotated bibliography contains 96 citations of essays, journals, newspaper articles, conference reports, and government publications published in 1976 and 1977 about education in Pakistan. Entries are arranged alphabetically by author in 23 categories: administration, organization, and financing of education; adult education; agricultural education; curriculum; educational goals; educational planning; elementary and secondary education; literacy; medical education; science education; sociology; student problems; teacher education; teachers; teaching methods and media; textbooks; women's education; general; and teaching of languages. A writers' index concludes the document. (KC)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 11 No. 4, 1977

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AKBAR, Mohammad. Education and Community --- Pakistan Times (Rawalpindi) October 23, 1977.

The interim Government has just clarified its policy about nationalized educational institutions. It has categorically stated that no decision has been taken to de-nationalize any institution, and that the administration will do everything to fully safeguard the interests of teachers, students, and all others concerned with the vital sector of education. It had merely meant that private enterprise might be encouraged to open educational institutions or supplement government's efforts in the field.

There remains the question of how the benefits of education are to be further democratized in the days ahead. The base is still narrow, and although education is primarily the responsibility of the state, other sources that can supplement the Government's efforts should be tapped. Local community skills, material, and resources can be mobilized to spread and improve educational facilities in both urban and rural areas. It is through community awareness and participation that we can achieve the objective of overcoming illiteracy and promoting universal education in our country.

2. BUTT, Niaz. Double shift to School and College --- Morning News (Karachi) November, 15, 1977.

It is the basic responsibility of a Government to provide educational facilities to each and every student. A number of students have gone without schooling each year for want of seat in schools and colleges. Truly and simply, this is a denial of student's basic rights. The government should pass orders for running schools and colleges, including medical and engineering colleges, in two shifts. The student community has been making this demand since long, but no action has been taken so far. Naturally, the student community is getting impatient. So long as new schools and colleges are not opened, double shift should be worked in the existing institutions.

3. HASHMI, Manzoor Husain. Ta'aleemi Idarey Niji Malekon Ko Wapas Karna Ghalat Hoga (It will be Wrong to Return Educational Institutions to Private Owners) --- Mashriq (Lahore) October 4, 1977 (U).

The factors responsible for the nationalization of private institutions were: 1) Different commissions set up to better the conditions of private educational institutions had recommended

nationalization of private educational institutions. 2) These institutions were run purely on commercial basis. The scales of tuition fee were exhorbitant and only untrained teachers were appointed. 3) The teachers were low paid. In order to make both ends meet, they had to take up private tuition. 4) Overcrowding in classes was only too common. All these factors forced the government to nationalize private institutions. If these institutions are denationalized, a lot of problems will be created. The confusion would be worse confounded. Denationalization would in no way improve the conditions.

4. RAHMAN, Raziur. School System in Pakistan --- Dawn (Karachi) October 2, 1977.

The virtual breakdown of school system in Pakistan is not the result of one single factor. Nor did it happen all of a sudden. Educational system is like an organism and operates with the help and cooperation of its components. These components are not independent of each other. They work efficiently only if combined in a certain proportion under given conditions.

An analysis of Pakistan's educational system reveals that the most serious defect in our school system has been the lack of efficient management. The present educational problems are many and complex and are the result, of the rapidly changing socio-economic needs of our society. But the management we have is mostly an extension of the old and static order. No attempt was made to calculate the costs and benefits of the selected programs and to compare them with those of alternative choices available.

5. RASHID, Khan Abdur. Admissio. in Schools --- Khyber Mail (Peshawar) November 6, 1977.

The demand for more schools is constantly increasing mainly because the people are fast becoming education minded. The result is that the existing schools are getting overcrowded. At present, there is a serious shortage of accommodation even in the primary schools, and the headmasters have to accommodate the new entrants in the verandas or even make them sit under the trees. In the absence of adequate accommodation, the headmasters of middle and high schools seek safety in being choosy in the matter of new entrolments. They accept only those students who have made good grades in the previous schools or fared remarkebly well in the admission test.

6. SADIQ, Tanvir. Quota System --- Pakistan Times (Rawalpindi) November 14, 1977.

The educational authorities should give thought to the need for introducing the quota system for the students belonging to the

minorities, pursuing higher studies in medicine and engineering. At present, they cannot do so. The merit system can be retained for the students comming from the majority community. Most of the students belonging to the minorities come from low-income families and cannot aspire to higher education. It is imperative that the Government, and particularly the Ministry of Education, should give urgent thought to this important issue.

7. SHAMI, Parwaiz. Educational Administration --- In: Education in Search of Fundamentals, 102-155. Karachi, National Book Foundation, 1976.

In all types of educational administration the utility of the practices, though at a time highly valued, is bound to lose its original value in the context of time, place, and circumstances. All developing countries cannot simply adopt a single model system, without going through some difficult stages. What we have to do is to shorten these stages rather than to skip over them. The stages are described.

The subject is discussed in detail under the headings: 1) supervision; 2) the present; 3) the awakening; 4) the facts; 5) financing; 6) leadership; 7) human relations; 8) adaptibility; 9) flexibility; 10) stability; 11) responsibility; 12) economy; 13) checks and balances; and 14) simplicity.

8. SHAMI, Parwaiz. Financial Planning in Education --- In: Education in Search of Fundamentals, 185-215. Karachi, National Book Foundation, 1976.

It is correct to believe that increased expenditures on education would yield a higher level of academic achievement and, therefore, thoughtful financial planning in education becomes a necessity. In spite of the controversial statements whether money begets education or education begets money, it is an admitted fact that without a proper system of finance, the overall quality of education cannot be improved.

Financial planning in education in the context of Pakistan is discussed under the heads: 1) investment in man; 2) distinctive feature; 3) guidelines; 4) our position; 5) resource constraints; 6) previous recommendations; 7) economics of education; 8) overall picture; 9) financial burden; 10) present policy; 11) budget allocations; 12) cost and financing; 13) moral returns; and 14) present implications.

ADULT EDUCATION

9. AHMAD, Nasim. Problems of Adult Education --- Pakistan Times (Rawalpindi) October 3, 1977.

On all accounts, the adult literacy program launched about three years ago has failed to achieve its target. According to a report, the overall results have been far from satisfactory. Of course, the campaign in its early stages achieved a degree of success, and the teacher volunteers worked with a sense of duty. But soon the interest began to lag, and both teachers and students started dropping out. The centers could not reach their target figures.

According to the 1976-77 Economic Survey, only 6,273 Adult Education Centers were set up in the Punjab with a total student population of 400,000. The target for the current year alone is 10,000. The figure quoted in the Economic Survey for Sind is only 150. Experts blame the situation on insufficient preparation, lack of funds, and organizational and conceptional deficiencies. Lack of a uniform syllabus of studies has been a basic handicap.

Secondly, the lessons did not take into account the socio-psychological needs of adult students. Having hardly any relevance to the daily needs and problems, the subjects inevitably failed to attract and hold the attention of the learners. Lack of funds, physical facilities, and shortage of trained teachers have been other factors, contributing to the failure of the programme.

10. HUSAIN, Anwar. Ta'leem-e-Balighan (Adult Literacy) --- Imroz (Lahore) October 2, 1977 (U).

According to a news item, the program of adult literacy has failed to achieve its goal. There are many reasons for the failure. For example: alphabets could not be simplified, and TV lessons were not made interesting. No tangible efforts were made to make adult education purposeful. Moreover, no serious attempts were made to take advantage of the media of radio and television. We had claimed that the percentage of illiteracy would be reduced within a stipulated time. We had also claimed that the program of adult literacy would be completed as early as possible. All these claims have so far proved mere wishful thinking. This was so, because we lacked planning and neglected to face realities.

11. KHALID, Saleem. Ta'aleem-e-Balighan (Adult Literacy) --- Maghribi Pakistan (Lahore) October 7, 1977 (U).

Three years ago, efforts started for the promotion of adult literacy throughout the country. But according to a news item,

these efforts failed to bear fruit. Adult literacy programs were broadcast from the television, but this media could not induce the masses to read and write. If, however arrangements could be made to educate adults in agricultural training workshops in the course of agricultural training, the aim of adult literacy can be achieved to a great extent. The program of adult literacy failed because of bad and haphazard planning. Planning based on realistic approach can bear any fruit.

AGRICULTURAL EDUCATION

12. ABDULLAH, Syed. Zareeai Ta'aleem Mein Tabdeeli (Change in Medium of Instruction) --- Mashriq (Lahore) October 15, 1977 (U).

Change-over of the medium of instruction should be effected in all professional examinations. The supremacy of English both in the Center and the Provinces should immediately end. English medium schools should be closed forthwith. Incentives should be provided to private institutions for teaching Urdu. It is unfortunate that practically nothing has been done so far to give Urdu its rightful place in administration and education. Every Government that come to power, appointed education commissions and reiterated the promise that Urdu would be made the medium of instruction in schools and colleges. But English still remains the medium of instruction in the country.

(Note: This entry will go under the head "LANGUAGES TEACHING OF".

CURRICULUM

13. MIRZA, Mohammad Tufail. Qaumi Taraqqi Mein Nisab-e-Ta'aleem Ki Ahmiyat (The Importance of syllabi in National Development) --- Maghribi Pakistan (Lahore) December 9, 1977 (U).

According to educationists, three important factors play an important part in the preparation of syllabus: 1) suitability to social conditions 2) fulfilment of the needs of the students; and 3) an effective system of education. Syllabus is not limited only to the needs of a teacher or a student. It caters to the needs of the whole society. A truly democratic syllabus reflects the educational and practical needs of both the male and the female students. Some of the important needs of the students are as follows: 1) A student should be fully looked after; 2) he should be imparted flawless education; 3) he should be so guided as to understand himself as well as others. 4) his syllabus should be so prepared as to create in him academic as well as practical interest. 5) Anything that is likely to create inferiority in the student should be scrupulously avoided.

EDUCATION GOALS

14. HAQ, Anwarul. Education for a Better Society --- Morning News (Karachi) October 5, 1977.

The country's educational sector has, for the last thirty years, been subjected to a number of experiments. In this experimentation the indigenous methods and institutions were neglected. As a result there emerged an educated class which is ill-equipped to make any positive contribution to the nation-building efforts. Unless an education system, having its roots in our soil, is evolved, the confusion will persist. This system must revive the consciousness of the linkage between freedom and education, progress and education, and quality and education.

We must have a system which will synchronize and harmonize the ideological and pragmatic requirements of education in Pakistan. Unfortunately, the successive governments that came to power in this country handled this sector so shabbily that our system of education has lost all its meanings. Numerous commissions were set up and recommendations were made, but to no avail. We should try to probe into the causes of deterioration in our standard of education and find out the proper solution.

15. JAMEI, Laiq Ali. Ta'aleemi Mahoal (Educational Atmosphere) --- Jang (Rawalpindi) October 5, 1977 (U).

We have to introduce a system of education that would widen the dimensions of our thought and build a society devoid of all ills. In order to achieve this end, efforts should be directed to enlarge and improve primary education. Unfortunately, our primary education is not well looked after. It has remained neglected all through. The result is that our children know-little about our religion. They are not taught the basic tenets of Islam. What is needed now is to inculcate in them both modern education and basic principles of our religion. Co-education should, therefore, be done away with. It is the legacy of our old masters. Only such teachers, whether male or female, should be appointed who are the symbol of piety and morality. Unless this is done, our present educational atmosphere would remain contaminated.

16. KHALIL, Anwar. Bamaqsad Ta'aleem (Purposeful Education) --- Hurriyat (Karachi) October 2, 1977 (U).

No system of education can succeed if its aim clash with its ideological objectives of the nation. The first aim of education is to build the character of the individual. Unfortunately,

however, our present system of education has failed in this object.

What is needed now is to evolve a new system. First, the whole system should be changed at the primary level. It is here that a child starts taking interest in what is taught to him. Emphasis should be laid on two things at this level: he should be taught the ideology of life and Islamic culture. Five years are enough for primary schooling. At the secondary level, the student must be informed of his history both ancient and modern. Majority of students pass their examinations in third division. The reasons for this are: the medium of instruction; defective training of teachers; and the outdated system of examinations. Unless these defects are removed, the standard of our education would not improve.

17. SHAMI, Parwaiz. Towards New Education --- In: Education in Search of Fundamentals, 1-38. Karachi, National Book Foundation, 1976.

In the rapidly changing world, Pakistan finds itself standing at cross-roads of diverse values, confronted with the population explosion, ignorance, illiteracy, poverty, and loss of faith in values, that were once accepted without question. Pakistan, therefore, is standing at the most critical juncture of its history. In such a situation, education in Pakistan has to face some difficult challanges. For the last twenty years or so education here has not been able to do all that it had planned to do. Therefore, it has not yet been able to create a sense of natural unification of values. Naturally then the question is: what should be the next role of education now?

This question has been discussed at some length under the headings: 1) problematic areas; 2) the setting; 3) new directions; 4) cradle to grave; 5) education with a difference; 6) the approach; 7) more investment; 8) alternatives; 9) contextual data; 10) our social matrix; 11) taking a turn; 12) the experiments; 13) centers of excellence; 14) the emerging pattern; 15) a closer look; 16) research; 17) different sectors; 18) special involvements; 19) new psychology; 20) special areas; 21) futurology; 22) inspirational force; 23) progressive trends; and 24) a faith divine.

EDUCATION PLANNING

18. AHMAD, Muhammad. National Educational Conference --- Morning News (Karachi) October 7, 1977.

The National Educational Conference has made certain recommendations to solve the problems in the country's education sector. One of the

recommendations relates to the establishment of a permanent commission on national education, which would remain in continuous session, evaluate the successes and failures in the field of education at all levels, and make suitable recommendations to the government. But to be purposeful, the commission should be manned by the right kind of people with proper motivation and a sense of dedication to the ideology of Pakistan.

The recommendation to adopt Urdu as the medium of instruction needs dipassionate thinking. Urdu and the regional languages of Pakistan are, indeed, dynamic. But the languages have yet to produce works that will replace English in our Educational institutions. Unless, we develop our national and regional languages, we cannot abandon English.

19. ALI, Ahmad. Ta'aleem Kay Masavi Mawaqay (Equal Opportunities for Education) --- Imroz (Lahore) November 30, 1977 (U).

No equal opportunities for education have yet been provided to all. Only twenty per cent of our population can benefit from education, while eighty per cent cannot. Manpower is the most important factor in a society. It can play an effective role only when education is provided to it. All rich or poor, should be provided equal opportunities to acquire education and become respectable citizens of the country. If equal opportunities of education are not provided to all children many sectors in our society will remain under-developed.

20. CHUGHTAI, Rafiq. Ta'aleemi Conference Ki Sefarishat (Recommendations of Educational Conference) --- Hurriyat (Karachi) October 24, 1977 (U).

If the recommendations made in the last educational conference are implemented in letter and spirit, there is no reason why the present system of education would not improve. The system of education now prevailing is a legacy of our alien rulers. What is urgently required is to make fundamental changes in our educational structure and to provide purposeful education to our children. It is heartening to note that Arabic and Islamiyat will be made compulsory, and a permanent educational council would be established to take effective steps in improving the condition of educational institutions. In most of the schools the number of students is greater than the sitting capacity. This has adversely affected the standard of education.

21. HUSAIN, Sabir. Ta'aleemi Masa'il (Educational Problems) --- Imroz (Lahore) October 17, 1977 (U).

The following recommendations of the National Educational Conference held at Islamabad recently need to be implemented immediately:

1) The nationalized institutions should be returned to the former private organizations. 2) The system of education must be based on Islamic values. 3) The medium of instruction should be Urdu, and the standard of education should be raised. 4) The system of examination should be modified. The global society is fast changing, and unless we revise our educational policy in the light of this change, we would fail to make any progress in any direction. What is needed now is to adopt our national language as the medium of instruction. This step, will help revolutionize our system of education. We should also change the present system of examination.

22. ISLAM, Nazrul. Ta'aleemi Conference (Educational Conference) --- Mashriq (Lahore) October 24, 1977 (U).

The recent educational conference is expected to do something tangible for the development of education. It is indeed encouraging to see that the conference has decided to take stock of the success and failure of educational plans and to set up a permanent commission for the development of education. What is now required is to give representation to educationists from different institutions on the commission.

Both the primary and secondary schools should be represented on this commission. The number of representatives from these schools should not exceed five, while the number of representatives from colleges and university should be three and two respectively. The commission may be expected to work successfully if these suggestion are acted upon.

23. Recommendations of the National Education Conference 1977 --- The Varsities (Karachi) Vol. II(5): 34-41. September-October, 1977.

A national conference on education was held at Islamabad in October 1977, with a view to creating and identifying the sense of direction to Pakistan's system of education and imparting training in conformity with its faith, ideology, and heritage. The conference was by no means a routine measure. It was conceived as a major step in the search of a purely indigenous education policy with a view to exercising national choice of strategies within a given and relevant framework.

The three-day deliberations resulted in a number of recommendations, which are enumerated here under the headings: 1) aims of education; 2) medium of instruction; 3) mode of examinations; 4) mosque as the basic unit; 5) non-formal education; 6) nationalized institutions; 7) education for women; 8) curriculum development and production of textbooks; 9) teachers and students; and 10) federal responsibility.

24. RIZVI, Nasir. Hamari Qaumi Ta'aleemi Zarooriyaat (Our National Educational Needs) --- Imroz (Lahore) October 7, 1977 (U).

Although our educational needs are fast growing, the standard of our education is rapidly deteriorating. After independence, in 1947, the whole structure of our education should have been changed according to our national aspirations. But, unfortunately, it was not done. We still cling to the outdated system of education. If we had adopted our national language as the medium of instruction in the early days of our political independence, our children would have fared well in education. Despite repeated promises of switching over to the national language for the purpose of education, the government has done nothing to replace English by Urdu.

If we want to raise the standard of education and check the rising ratio of failures, we should immediately change over to our national language in all educational institutions.

25. RIZVI, Nasir. Ta'aleem Ki Maqsadiyat (Objectivity of Education) --- Imroz (Lahore) December 12, 1977 (U).

It is unfortunate that even after thirty years of independence, the percentage of literacy is as low as 17. Majority of our population is still illiterate. Illiteracy is the main cause of our under-development. The program of adult literacy, which was launched with the set purpose of removing illiteracy from the country, has made no headway. It has entirely failed. A number of educational commissions were set up by different governments, and many schemes were drawn up to universalize education, but results were nil. The major chunk of our population, which lives in villages, is still illiterate. Drop-outs are multiplying every year. This is so because of the pecuniary and financial conditions of the mass of our people.

26. SHAMI, Parwaiz. Manpower Planning --- The Education in Search of Fundamentals, 286-310. Karachi, National Book Foundation, 1976.

What do we mean by the concept of manpower planning, what do we understand by manpower, and what do we do in manpower planning? The first approach is to become conversant with the economy of a society and the society itself. The second is to identify the present and potential sectors of a society where there is a dearth of trained manpower.

The question of manpower planning is discussed in some detail under the headings: 1) the cumulative development; 2) economic issues; 3) international thinking; 4) peculiar situation; 5) population growth; 6) educational syllabii; 7) looking

around; 8) documentation of target; 9) involvement; 10) highest aim; 11) technology; 12) factual data; and 13) planning.

ELEMENTARY AND SECONDARY EDUCATION

27. ABDULLAH, Ahmad. English Medium Schools --- Pakistan Times (Rawalpindi) December 23, 1977.

The English medium high schools for girls in the private sector are mostly individual owned and are run on commercial basis. The tuition fees in such schools have shot up tremendously during the last six years. The main reason for the low standard in almost all such schools is the hundred per cent choice in the examination papers.

Education in developed countries is open and free to all up to a particular standard. But in an under-developed country like ours, it is confined to the privileged few. The Government should, therefore, subsidize English medium schools and order them not to charge exorbitant tuition fees. It should also order them to raise their standard of teaching as early as possible. Further, teachers' scales of pay in all such institutions should be made uniform.

28. MUBARAK, Raana. Nationalized Schoolon Kay Masa'il (Problems of Nationalized Schools) --- Akhbar-e-Jahan (Karachi) October 3-9, 1977 (U).

In almost all nationalized schools, accommodation is hopelessly insufficient for the students. This problem is causing much inconvenience to the students as well as the teachers. Neither the students can sit properly, nor the teachers can teach comfortably. The result is obvious. The standard of education is deteriorating day by day, and the ratio of failures is going upward every year. Parents are satisfied that their wards are acquiring education free of cost. They do not bother whether their words are doing well in the examination or not. Even our authorities are paying no attention to these problems of the nationalized schools. Apart from accommodation, furniture is also in a miserable condition. Free education does not mean that even the basic requirements of the students should be ignored.

EXAMINATIONS

29. AHMAD, Ashfaq. Semester Sistem - Khoobi Ya Kharabi (Semester System - Merit or Demerit) --- Nawai Waqt (Rawalpindi) October 10, 1977 (U).

One of the problems of the students under semester system is the

problem of increasing partiality among a section of the teachers. It is an open secret that they are not fair and impartial, especially while marking papers. Every teacher has unquestioned authority to evaluate the papers of his own students. Thus, the success or failure of a student depends entirely on the sweet will of the teacher. Previous record of a student is ignored and only those students are awarded "A" grade who are in good books of their teachers. This is a general complaint that needs to be taken note of.

30. CHOUDHRY, Aftab. Secondary Boards --- Pakistan Times (Rawalpindi) November 20, 1977.

The Act providing for the new Boards of Examination (passed in 1976 and promulgated recently) is a case in point. It may be recalled that every amendment moved by the opposition in the then Provincial Assembly was summarily thrown out and educational imperatives were sacrified at the alter of political expediency. Some glaring flaws in this legislation may be brought to public notice.

Firstly, the provision enabling elected representatives of Principals and Headmasters to sit as members on the Boards has been replaced with nominations by the Education Minister. This has demolished the concept of the Boards as autonomous bodies. Secondly, the statutary safeguards in the terms of service of the chief executives of the Boards have been deleted, thereby exposing them to intimidation and seduction by political overlords. It is clear that the introduction of this legislation will serve no educational purpose. It may do more harm than good.

31. GILL, W.G. Semester System --- Pakistan Times (Rawalpindi) October 13, 1977.

The teachers have to play a pivotal role in, and make the greatest contribution toward, making this system a success. But teachers as well as students are very much a part and parcel of our socio-economic set-up. As a society, we are passing through a big moral crisis. Morally bankrupt and intellectualy destitute individuals tend to corrupt even best of the system.

Most of our teachers are, quite ignorant of the utility of semester system. What is needed now is to train such teachers and inform them of the advantages of this system. When the teachers themselves do not believe in the utility of the semester system, they wi never do justice to their work. This is the reason why the students are not happy with this system. They have other problems too. The most serious one is the dearth of reference books and

shortage of teachers. The authorities should have solved these problems long ago. But the tragedy is that no attempt has been made to solve these problems.

32. IMRAN, M. Imtehan Mein Naqal Ka Rujhaan (Tendency of Copying in Examination) --- Nawai Waqt (Rawalpindi) October 16, 1977 (U).

The use of unfair means in examination halls is increasing day by day. Even meritorious and intelligent students tend to indulge in this evil.

When an intelligent student sits for examination and looks around, he finds that majority of the examinees are free to copy answers from their books. He is convinced that hard labor and continuous study are vain pursuits. Thus, he quite naturally gives up study and begins to do as others do.

33. KAZMI, Farooq Husain, Semester Sistem Ka Tajzia (Analysis of Semester System) --- Jang (Rawalpindi) October 1, 1977 (U).

The semester system could not work properly because of the prejudicial attitude of some of the teachers in the university. There is no doubt that if this system had been allowed by the teachers to work properly, it would have considerably improved the standard of education. But there are teachers in the university who, for reasons of their own care only for their favorite students. They do not bother about others. It should be admitted, however, that this system has been introduced rather prematurely. It would have been better first to train the teachers and equip the libraries with reference and other books. This system has succeeded in many developed countries because both the students and the teachers there were alive to their own responsibilities.

34. KHAN, Q.U.A. Semester System - Success and Failure --- Pakistan Times (Rawalpindi) October 3, 1977.

The semester system of teaching and examination introduced in our universities about three years ago has been subjected to bitter criticism in the last few months. It seems that there are many shortcomings and pitfalls in the new system, and the situation warrants a thorough stock-taking of the real causes that have brought the entire venture to the verge of collapse. Were there any calculations and assumptions which have misfired? But simply saying that it is a foreign seed and therefore cannot be planted in the local soil is not enough.

One major complaint is that some teachers are taking it easy as

before. They seldom meet their words, and whenever they do, they talk of the so-called important questions. The result is that they award the highest grade even to the lowest students.

35. MUNIR, Mohammad. Imtehan Mein Naqal Ka Rujhan (Tendency of Copying in Examination) --- Nawai Waqt (Rawalpindi) November 7, 1977 (U).

Teachers cannot be held responsible for the deterioration in the standard of education in our country. The causes for the present plight of education are many: 1) Sale of guess papers in the market. 2) Frequent changes in syllabus. 3) The appointment of untrained teachers. There is no denying the fact that majority of students prefer guess papers to text books. They are confident that they would get through the examination either by memorizing the lessons or by copying in examination halls. The sale of guess papers is playing havoc among the students.

The defective system of examination also plays an important part in encouraging the students to resort to unfair means. What is needed now is to immediately impose a ban on the sale and distribution of guess papers to revise the syllabii, and to change the present system of examination.

36. MUSTAFA, Ghulam, Zimni Imtehanat Ka Khatma (The End of Supplementary Examination) --- Imroz (Lahore) November 12, 1977 (U).

Majority of parents are highly perturbed at the announcement of the Board that the supplementary examination will be done away with. If it so happens, a great number of students will be compelled to give up their studies. The decision is not at all based on reality. It needs to be revised in the interests of both the parents and the students. What is needed now is to modify the present system of examination.

It is because of the present system of examination that most of our students fail in the tests. The syllabus too, bears no relation to our requirements. The important fact is that majority of our students fail in English. Nobody knows how long this alien language will continue as our medium of instruction. The Government should take suitable action and declare Urdu as the medium of instruction.

37. SABA, Rehana. Semester Sistam (Semester System) --- Nawai Waqt (Rawalpindi) October 3, 1977 (U).

The immediate problem that the students are facing under the semester system is the problem of paucity of books. This problem has been growing year by year since the introduction of the

semester system. It was claimed that the new system would help improve the existing system of education and that the difficulties of the students would be removed. But the promised change has never come. The shortage of teachers and the paucity of books in the library persist as ever before. Most of the teachers are partial and give grade "A" only to their favorite students. Meritorious and intelligent students are not awarded good position only on the basis of their merit. Unless these complaints are removed, the semester system will bring no change for the better.

EXTRA CURRICULAR ACTIVITIES

38. SHAMI, Parwaiz. The Educative Process and Leisure --- In: Education in Search of Fundamentals, 39-64. Karachi, National Book Foundation, 1976.

The element of vacant time has a very close bearing on the mental and emotional growth of a student. It is necessary to have a second look at the contents and scope of that time of non-employment for the reason that it has its own effect on the formation of the personality of an individual. What we need is not restrictive leisure control, but universal leisure planning in combination with bold and imaginative measures to obliterate the adverse effects of involuntary free time.

The subject of educative process and leisure is further discussed under the heads: 1) the needful; 2) play; 3) diagnostic features; 4) recreational guidance; 5) actual field; 6) the two sides; 7) mal-adjustment; 8) our involvements; 9) the needs; 10) lopsided; 11) data in evidence; 12) challenging facts; 13) side views; 14) peculiarity; 15) some questions; 16) viewpoints; and 17) role of teachers.

HIGHER EDUCATION

39. ALI, Hashmat. Rawalpindi Mein Kallegon Ki Zaroorat (Need for Colleges in Rawalpindi) --- Jang (Rawalpindi) November 16, 1977 (U).

With the rapid increase in population, the present number of colleges in Rawalpindi have become absolutely inadequate. As a result year after year the students seeking admission to the colleges in the city have to face innumerable problems. The students with second or third division are outright refused to admission to the colleges. The opening of more colleges has become an urgent need. Next comes the fulfilment of the demand

for libraries, laboratories and other basic necessities in the existing colleges. Because of the non-existence of modern laboratories in colleges, students of science department are facing tremendous difficulties. The tragedy is that the authorities pay no attention to the plight of the students.

40. AWAN, Baber. Kalligon Mein Dakhla (Admission in Colleges) --- Jang (Rawalpindi) October 26, 1977 (U).

Success in the matric examination bring with it a number of problems for the students who seek admission to the colleges. The problem of admission to colleges is nothing or limited to a particular part of the country. Everywhere, majority of students find themselves against this ordeal. In Rawalpindi and Islamabad, there are six degree colleges for male students and four degree colleges for female students. Even then, our students face the same problem every year. The solution lies in immediately starting evening classes in all colleges. This will not only relieve congestion in classes, but will also provide much needed relief to the teachers and the taught.

41. HUSAIN, Ahmad. Allama Iqbal Open University --- Jang (Rawalpindi) December 12, 1977 (U).

Although the Open University has achieved multi-dimensional success during the last few years, what it now needs to do is to keep in view the problems of the rural areas while preparing syllabii and formulating future plans. The transistor, of late, has made easy the task of the Open University. Now a farmer can learn his lesson while tending his farm. The teachers and the experts of this University should take advantage of the experiments of other Open Universities in the world. What is also immediately required is to popularize the objectives of this University among the people living in rural and far-flung areas of the country.

42. HUSAIN, Zafar. Kollegon Mein Double shift (Double Shift in Colleges) --- Jang (Rawalpindi) October 30, 1977 (U).

Time and again, the authorities were called upon to start double shift in colleges to meet the growing demand for education in the country. But no attention has so far been paid to this problem. The result is that a great number of students are again facing the problem of admission. Even of the students who have obtained first division in Matric (Science Group) have been denied admission to colleges. The system of double shift would have solved the problem of the teachers who have been working on ad hoc basis and

would have also met the demand of those who are employed in some offices and are desirous of continuing higher studies. It is, therefore, hoped that the authorities would give serious thought to this demand.

43. KHAN, Sajjad Ahmad. Centralized Control of Universities --- Khyber Mail (Peshawar) October 28, 1977.

The committee appointed to review the case of the universities in the country is said to have suggested that all universities should be centrally controlled. The logic behind this conclusion is not precisely known. But, if it so happens, it will be a retrograde step. There is already too much of bureacratic and political control over the working of the universities, and a little more of it will convert these institutions into Government Departments.

Education is essentially a provincial subject and, as such, it grows and flourishes in a comparatively free climate. Majority of people feel that such steps would jeopardize the smooth progress of education in the country. It is hoped that the Government would not accept this suggestion in the larger interests of education.

44. QURESHI, Ahmad. Kollij Mein Dakhley Ka Mas'ala (The Problem of Admission in Colleges) --- Jang (Rawalpindi) October 17, 1977 (U).

Immediately after the announcement of the Matric results, the problem of admission to colleges has cropped up as usual. There is no denying the fact that the number of colleges here is too low to cater to the growing number of successful students. The situation, however, is lamentably disturbing in some big cities, where it is feared that a great number of students might have to go without higher studies for want of seats in colleges. The colleges that are reputed for their results admit only first divisioners. Meritorious students should get the preference due to them. But others who want to do better in examinations should not be deprived of the chance of admission.

It is unfortunate that many colleges refused to give admission form to the students who were third divisioners. It should not be taken for granted that third divisioners would never be able to do better in future. It is agreed that the present system of examination and teaching does not provide a true test of merit. Under this system, the students who can memorize their lessons can get higher marks. The rest do not qualify.

Moreover, the excessive number of textbooks is also a burden for the students. Education, as a new subject, has been introduced in some high schools from this academic year. This is a bit difficult subject, and there is justification for its

introduction at this stage.

45. QURESHI, M. Altaf Ali. University of Multan: An Introduction --- The Varsities (Karachi) Vol. II (6): 14-18. November - December, 1977.

Here is a historical perspective of Multan, which has been the seat of learning through the ages. The university of Multan was established in 1975 under the new education policy to meet the aspiration of the people of the Multan Region. The establishment of this university is in accord with the national policy of the spread of higher education. The university will cater to the needs of the people of the southern parts of the Punjab.

The details about the university are given under the headings: 1) aspirations; 2) vice-chancellor; 3) other departments; 4) non-developmental budgets; 5) developmental budget; 6) University Grants Commission; and 7) second phase.

46. SHAMI, Parwaiz. The Universities --- In: Education in Search of Fundamentals, 216-234. Karachi, National Book Foundation, 1976.

There is general recognition that universities in Pakistan are at a crucial stage of development. An entire generation is knocking at the doors of universities. This situation demands efforts and planning from every side and angle. With the overall developmental activities, it should be kept in mind that advancement of knowledge and promotion of research are as essential a function of a university as teaching and conducting examinations.

The subject of university education is discussed under the heads: 1) bold experiments; 2) the requisite; 3) the handicaps; 4) need of the hour; 5) divergent views; 6) Islamic order; 7) multiplicity; 8) role of private sector; 9) investment; 10) wastage; 11) the Education Policy 1972; and 12) change in outlook.

ISLAMIC EDUCATION

47. JAMIL, K.M. Need for Institutes of Islamic Studies --- The Varsities (Karachi) Vol. II(6): 19-23. November - December, 1977.

'Islamiyat' or Islamic Studies is a vast subject and is directly related to the ideology of our state. Departments of Islamiyat, therefore, deserve our careful consideration. They should be developed into Faculties consisting of many departments dealing

with the original sources of Islamic teachings. It would then be possible for these Faculties to serve as nucleus for most of the departments in the universities. In order to procure relevant information about Muslim writers' contribution to different sciences, we shall have to seek the assistance of these Faculties.

The creation of the institutes of Islamic studies is strongly advocated.

48. SHAMI, Parwaiz. The Ideology --- In: Education in Search of Fundamentals, 235-265. Karachi, National Book Foundation, 1976.

The concept of Islamic Ideology has been briefly explained and its relation to education has been discussed. Ideology is related to education in the same way as theory is related to practice. A belief system that is not tested through practice is liable to get lost on the way. The convictions must be reflected in actions. Education at its own end is an activity in which everyone has to engage himself practically.

The whole subject is discussed under the heads: 1) meaningful approach; 2) relation to education; 3) idealism; 4) idealism in practice; 5) implicit and explicit ideology; 6) special context; 7) moral code; 8) rediscovering; 9) environment of acceptance; 10) workable agreement; 11) welfare state; 12) code of faith; 13) toward Islam; 14) golden dictum; 15) symbols of God; 16) the calibre; 17) confusion; 18) submission; 19) sense of morality; and 20) strategy.

LITERACY

49. HUSAIN, Akhlaq. War on Ignorance --- Pakistan Times (Rawalpindi) October 3, 1977.

The least that can be said is that our entire education set-up is in a shambles. Teaching standards have been falling continuously during all these 30 years. Most of our students are interested in a degree in so far as it helps them to get a job. Professional institutions are among the worst affected. Impressive plans have been made in the past only to be shelved for ever. The Open University is neither open, nor university. Radio and television have made only half-hearted and sporadic attempts to teach children. Adult literacy campaigns have so far proved purposeless if not farcical altogether. The semester system, introduced with such fun-fair, has been a victim of petty politics.

50. ZAMAN, S.M. and Qayyum, A. Allama Iqbal Open University --- The Varsities (Karachi) Vol. II(5): 17-26. September-October, 1977.

The details of the domographic and economic profile of the country given here clearly show that the country is facing several difficult and complicated development problems. The educational scene in Pakistan is up against numerous inadequacies and challenges. The prospects of any significant improvement and substantial expansion in our formal education system are poor indeed. Moreover, the inability of the formal system of education to provide functionally useful content and skills calls for serious experimentation with other approaches to functional mass education and alternative system of education.

The Allama Iqbal Open University was set up to solve these problems. It is an attempt to develop a viable open education system in Pakistan. The aims, objectives, methodology, and achievements of the open university are explained.

MEDICAL EDUCATION

51. HAQ, Ikramul. Rawalpindi Medical College in a Fix --- Pakistan Times (Rawalpindi) October 1, 1977.

The Rawalpindi Medical College is facing acute shortage of teachers. If the problem is not solved expeditiously, it might greatly jeopardize the academic success of this institution. According to sanctioned posts, there should be 12 professors in different subjects. But actually there are only three professors. Similarly, there are at present only 11 assistant professors and 6 demonstrators as against their sanctioned strength of 26. The number of sanctioned posts is far blow the requirement fixed by the Pakistan Medical Council. The problem becomes all the more acute for the students as the annual examination draws near. So far, several academic months have already been wasted.

52. MOIZUDDIN, Zia. Medical Education --- Dawn (Karachi) December 23, 1977.

Grave problems are besetting our medical education. At the provincial level, the Health authorities should first realize that any increase in the number of seats without a corresponding increase in the facilities has led to the present state of affairs. Moreover, lack of planning and the patronage given by the previous government to such anti-academic measures as postponement of examinations, holding of special supplementary examinations, etc., have created new chaos in medical colleges.

Immediate steps should be taken to put the matters right.

It is suggested that the number of new students to be admitted to medical colleges should not be allowed to exceed the capacity of the medical colleges. If this is not possible, immediate steps should be taken to increase the capacity of the colleges. The criterion for admission should be merit and merit alone. The admission policy should be framed not by the civil servants of the Health Department, but by professionally competent persons, including Principals of Medical Colleges.

SCIENCE EDUCATION

53. SIDDIQI, M. Raziuddin. Issues in the Formulation of a National Science Policy --- The Varsities (Karachi) Vol. II(5): 3-7. September - October, 1977.

A study of the development of science and technology in the advanced countries will show that the organizational pattern and the science policy in the various countries are different from each other. In our own country we shall also have to formulate the Science Policy in the light of our own development, the present condition of our educational and scientific institutions, the availability of human and material resources, the goals and objectives of our national development plans, and the hopes and aspirations of our people.

The various issues involved in the formulation of a national science policy are discussed in some detail under the headings: 1) main objectives; 2) essential requisites; 3) specialists; 4) petty official; 5) natural resources; agriculture, industry, transport, communication, buildings, roads, towns, dams and reservoirs, irrigation and flood control, health and medicine, nuclear technology, space technology, and computer technology; 6) common issues; 7) scientific and technological education and training; and 8) formulation of the general policy.

SOCIOLOGY

54. SHAMI, Parwaiz. The Social Order --- In: Education in Search of Fundamentals, 311-344, Karachi, National Book Foundation, 1976.

Making all individuals partners in the development of the social order is the best way of solving a long standing problem confronting education. It is the problem of securing public

approval for a progressive change in the existing social order. Education must fit its program to new social conditions and shape its practices in accordance with the findings of research.

The rapidity of change these days demands that education should keep in touch with contemporary social processes. The institutions must discover the equality of opportunity which is the foundation stone of educational guidance.

The present social order is analyzed under the headings: 1) the fundamentals; 2) social change; 3) role of education; 4) a problem with a difference; 5) social change; 6) scientific inquiry; 7) value systems; 8) socialization; 9) heritage; 10) new concept; 11) new order; and 12) planning.

STUDENTS' PROBLEMS

55. KAZI, M.A. Need for Studying the Problems of Students --- The Varsities (Karachi) Vol. II(5): 27-30. September - October, 1977.

The beneficiaries of educational process are students. All resources, both human and material are mobilized and exploited by educational institutions for the benefit of the students. A number of reforms have already been made in this direction. The structure of the universities and other institutions of higher learning has been considerably democratized, and students have been given larger representation and opportunity of greater participation in the affairs of the institutions. A climate has been created for greater commitment and involvement on the part of students in the university administration.

The subject of the students' problems is discussed in some detail under the headings: 1) discontent and frustration; 2) study in detail; 3) campuses; 4) unfortunate trend; 5) latest developments; and 6) rapid change and establishment of a National Students Welfare Center.

56. SHAMI, Parwaiz. Student Unrest --- In: Education in Search of Fundamentals, 266-285. Karachi, National Book Foundation, 1976.

Unrest among students has apparently established itself as a tradition in schools and colleges. Every year our educational institutions are confronted with some trouble or other on the part of students. This causes tremendous academic loss. The problems of students are highly complex, and a single solution is out of question. Numerous variables make its understanding more difficult. A few of the motivational causes range from the

emotional factors involved in an age of anxiety to the cultural disenchantment. Nevertheless, the unrest of students has become a recurrent phenomenon in the life span of the developed and the developing nations alike.

The writer discusses the issue under the headings: 1) Numerous opinions; 2) some more questions; 3) an unidentified unrest; 4) motives behind revolt; 5) socio-economic changes; 6) other factors; 7) some realities; 8) its nature; 9) the answer; 10) students' aims; 11) wider context; 12) a cautionary note; and 13) toward readjustment.

TEACHER EDUCATION

57. SHAMI, Parwaiz. Professional Competence of Teachers --- IN: Education in Search of Fundamental, 65-101. Karachi, National Book Foundation, 1976.

A review of the professional elements in the course for training of teachers is essential. This depends upon understanding and respecting the impacts of technical, scientific, and socio-cultural developments as they affect all aspects of our living and particularly as they affect our knowledge of ourselves. The quality of teachers is a matter of great social concern. The nation risks its entire future if it entrusts its children to the charge of men and women who are not intelligent, not informed, not skilful, not devoted to young people and their own calling.

The subject of professional competence of teachers is discussed in detail under the headings: 1) era of transition; 2) the know-how; 3) the critic's viewpoint; 4) towards new direction; 5) pressures; 6) pupil-teacher-his conduct; 7) code of ethics; 8) difficulties; 9) good signs; 10) quality; 11) teacher's moral; 12) orientation; 13) technicalization; 14) a word of caution; 15) recent thinking; 16) internal problems; 17) new conceptions; 18) status of teachers; 19) the conclusions reached; 20) the purpose of in-service education; and 21) centers of excellence.

TEACHERS

58. ALI, Anita Ghulam. The New Role of the Teachers --- The Varsities (Karachi) Vol. II(5): 31-33. September-October, 1977.

Before assigning a role to the teacher of today in Pakistan we shall have to take a fleeting glance at the levels and extent of

participation of the teacher in the advisory and administrative machinery at the institutional level and in the social set up. The place of the teacher has also changed in deference to the changing situations. But wheat is far more pertinent is the role in which the teacher wishes to see himself, an aspect which has been discussed under the headings: 1) duties of a teacher; 2) family background. 3) students expectations; 4) genuine difficulties; 5) the parents; 6) dignity of labor; and 7) a leader.

59. BHATTI, Manzoor Husain. Headmastaron Ka Scale Aur Taraqqi (Headmasters' Scale and Promotion) --- Jang (Rawalpindi) October 14, 1977 (U).

It is a pity that all educational reforms so far introduced by successive governments, have utterly failed to redress the grievances of our headmasters. College teachers were provided with all sorts of facilities, including a rise in their pay-scales, but the headmasters, despite their heavy responsibilities, were neglected. There was a time when the grade of college teachers and Senior English teachers of a school was unified and equal. But when the grade of college teachers was revised by the previous government, headmasters were conveniently overlooked. Since then, these headmasters have been demanding a revision of their pay-scales, but nothing has so far been done by the government. This has naturally created a sense of frustration among the teachers. It would be in the wider interests of the country if their demands are met, and they are given a better status.

60. NAQVI, Ali Reza Shah. Asatoza Aur Qaumi Ta'aleemi Conference (Teachers and National Educational Conference) --- Jang (Rawalpindi) October 24, 1977 (U).

It is not yet clear how and why educational institutions were nationalized. The results so far achieved through the nationalization have shown that the standard of education has positively deteriorated.

It is suprising that the recommendations made in the recent National Educational Conference throw no light on the rights of our teachers: The promotion of teachers to the higher cadre without delay; provision of medical aid; grant of loans to them for the construction of houses, etc. The recommendations, however, hold out the arising to the teachers that their services would be terminated if they fail to prove worthy of the post. Non-implementation of their demands has created frustration in them. The authorities should give serious thought to this state of affairs.

TEACHING METHODS AND MEDIA

61. SHAMI, Parwaiz. Education Through Museums --- In: Education in Search of Fundamentals, 156-165. Karachi, National Book Foundation, 1976.

An analytical study of museums in Pakistan provides one with a unique concept of selecting them as open textbooks for junior as well as for veteran students. A museum may be recommended as laboratory for testing new approaches to the teaching of children, both as to contents of the curricula and the methods of teaching. Museums have a definite lasting affect on the notions of children and have a cumulative influence on the child's comprehension. The educational influence of a visit to a museum is now well accepted.

How education can be provided through museum is discussed under the headings: 1) implications; 2) culture; 3) interest; 4) expert's view; 5) school system; and 6) library style.

62. SHAMI, Parwaiz. Psycho-Physical Foundations of Audo-Visual Aids --- In: Education in Search of Fundamentals, 166-184. Karachi, National Book Foundation, 1976.

In view of the diversity of aims among audio-visual specialists, the contribution of this group to the improvement of instruction are guided by the principles derived from a variety of areas of scholarship. The administration and utilization of audio-visual instructional material have so many new implications that a series of physico-psychological phenomena must now be referred to.

New types of audio-visual materials have created a new educational situation, and this situation with all its concomitants neuro-physiological, psychological and social reactions and interactions has opened up a new era of research.

In the present study, the written attempts to describe the manner in which symbolic interactionistic principles could be applied to the analysis and description of some practical and empirical issues in the field of human communication.

TEXTBOOKS

63. AHMAD, Aqil. Standard of Education --- Morning News (Karachi) October 7, 1977.

The subject matter of the books published by the Textbook Boards

is so sketchy that the child gets no information at all. The treatment is uninteresting and inappropriate, Then, there are factual, grammatical, and spelling errors. It is no wonder that the students of M.A. and M.Sc. are not able to speak or write a single sentence correctly. Many of these books /are published late after the beginning of the session. These books have done positive harm to the standard of education. It is time to look into the affairs of the Boards and take effective action to stop further deterioration in the standard of education.

64. ALI, Nusrat. Talaba Aur Darsi Kutub (Students and Text-Books) --- Jang (Rawalpindi) December 5, 1977 (U).

Right from the beginning of the academic year, the students find themselves face to face with the problem of non-availability of text-books in the market. This state of affairs is simply heart-breaking for the students. The Textbook Board was assigned the responsibility of publishing and supplying the textbooks to the students at moderate price and in time. But experience has shown that the books published by the Board are neither available in the market on time, nor are sold at reduced prices. The existence of Boards is, therefore, questionable. It is high time the authorities concerned looked into the matter and removed the bottlenecks.

WOMEN'S EDUCATION

65. AWAN, Tariq Mahmood. Khawateen Kay Liye Alag University (Separate University for Ladies) --- Jang (Rawalpindi) October 31, 1977 (U).

At the moment, co-reduction is in vogue at the university level, and the Government is planning to establish a separate university for women. It is proposed to start double shift in the University - one for male and the other for female students. In that case, new staff will have to be recruited for the second shift. For men students male teachers will be required, and for female students female teachers will be appointed. If male teachers are required to teach in the second shift, they will not be able to do justice to their work. And if male teachers are required to teach female students, the very objective of a separate University would be defeated.

The establishment of a separate University for women will create manifold problems. Women will not be prepared to work along with men in offices and other organizations where both sexes are working at the moment. The proposal for a separate University should, therefore, be dropped.

66. GULL, Ismat Ara. Khawateen Key Liye Elahada University (Separate University for Women) --- Jang (Rawalpindi) October 26, 1977 (U).

Many arguments are given for and against the opening of a separate university for women. Those who are in favour of a separate university for women say that it would stop free mixing of women and men. Islam, too does not allow co-education. Those who are against this proposal are of the opinion that the opening of a separate university for women will limit the scope for them.

If we look at the question dispassionately, it appears that in this modern scientific age, segregating men and women in the field of learning and education means committing more than half the population to eternal ignorance. We cannot overlook the changing traditions and values of our time. We are living in the twentieth-century world. This is the world of scientific education and an arena of joint struggle by men and women. There may be separate colleges for women, but a separate university out of question. There will arise the problems of adequate and able staff, well-equipped laboratories, and running of science departments. The need of the hour is to strengthen the financial position of the existing universities in the country.

67. MEMON, Mohammad Siddique. Women's University --- Dawn (Karachi) December 5, 1977.

The very first thing a women's university seems to serve is the segregation of the fair sex from males, thus killing the very idea of women sharing equal responsibilities in national progress. No doubt, we can provide them an isolated atmosphere for acquiring higher knowledge, but when the moment of its constructive application comes, we will not be able to provide work for all women in factories, business enterprises, oil wells, construction companies, laboratories, and other such fields. Somehow, they will have to mix up with males during the practical life. Furthermore, co-education provides an arena for competition between both the sexes, a pre-condition for good results.

68. MUSTAFA. Z. Women's University --- Dawn (Karachi) December 6, 1977.

The proposal for the opening of two universities for women, one in Karachi and the other in Lahore, has given rise to heated arguments, both in favor of and against the decision. What is genuinely felt, however, is the fact that instead of wasting our limited resources on such projects, we might as well try to resolve the problems besetting higher education in the country. Apart from the technical colleges, where the students acquire

specialized education and which in most cases they put to practical use, only a few seem to have planned out their future career? And when these youngmen themselves do not know what career they will be taking up, it is un- thinkable to prepare them for a specific profession. Instead of increasing extra expenditure on the opening of women's universities in the country, it would be profitable to invest money in raising the standard of education in the existing universities and resolving their problems.

69. SIDDIQI, Noor Jahan. Khawateen University Kiyon? (Why University for Women?) --- Akhbar-e-Khawateen (Karachi) December 3-9, 1977 (U).

A separate university for women, will provide ample opportunities for female students. Even in the University of Karachi, where female students are in majority, the right to represent the students is enjoyed only by male students. One of the advantages for the separate university will be that female students will be solely responsible for their own affairs in the university. Moreover, they will be at liberty to take active part in extra-curricular activities. At present, they feel shy to do so because of co-education. The teachers in this university should also be female, but if they are not available, for certain departments, male teachers may be appointed to the job. For the smooth running of a university, whether male or female, sound financial position is one of the most important factors. Unless the financial base is strong, the establishment of a separate university for women will be useless.

70. TALAT, Qudsia. Khawateen University (University for Women) --- Akhbar-e-Khawateen (Karachi) December 3-9, 1977 (U).

The demand for a separate university for women is very old. But with the announcement by the Chief Martial Law Administrator, the demand has assumed a new dimension. There is no denying the fact that there are many difficulties in this connection.

One difficulty is that financially, the country cannot afford to run another university. Even the financial position of the University of Karachi has become so precurious that the authorities have started beginning for funds. The grant it receives is so inadequate that it cannot meet its expenditure. Viewed against this background, it appears impossible to meet the expenditure of a new university.

GENERAL

71. ALI, Mir Mohammad. Kiya Me'aar Ta'aleem Gir Raha Hai? (Is the Standard of Education Deteriorating?) --- Hurriyat (Karachi) November 5, 1977 (U).

Education has a definite objective. The factors of education are syllabus and the systems of education and examinations. If any one of these elements is neglected, the standard of education will suffer. Our system of education closely resembles that of western education. The result is that our own national and ideological elements have no place in our system of education.

Now that we are critically examining the different aspects of our national life, we should revise our syllabus according to our national aspirations, because education is the only means through which we can bring about individual and collective changes. The standard of education in our institutions is deteriorating because national and ideological considerations were not kept in view while preparing our syllabus.

72. KULKARNI, P.V. Standard of Education --- Dawn (Karachi) December 31, 1977.

One has to admit that the educational standards in pre-independence era were superior to those at present in our country. Adopting of the semester system, modification of the examination mechanism, or telescoping or enlarging the curricula are only the means and not the ends of education. The malady lies somewhere else. Only the highest integrity and sense of purpose, transcending the national, political and relating barriers can put the matters right.

Various reforms in educational sector have so far been introduced by different governments, but the standards have continued to deteriorate. The tragedy lies in the fact that no sincere efforts were ever made to remove the inherent defects in our present educational set-up.

73. MAHMOOD, Tariq. Ta'aleemi Conference (Educational Conference) --- Jang (Rawalpindi) October 7, 1977 (U).

The educational conference convened recently by the Government has made some important proposals that would have far-reaching effects in due course. There is no denying the fact that science and technology are of vital importance in the modern world. The present system of education should be accordingly modified. The system of education we have in our country has failed to produce good scientists and technicians. What is needed now is to open

Madresas in our mosques. This step will not only increase the percentage of literacy in our country, but will also revolutionalize our system of education.

74. RAHMAN, Raziur. The Crisis in Education --- Dawn (Karachi) October 1, 1977.

Education in Pakistan is in a state of crisis which is deeping with the passage of time. The crisis is felt at all levels - primary, secondary, university, technical, and vocational. Overcrowded classrooms, double shifts, inadequate teaching material, illequipped laboratories and workshops, absence of libraries, lack of proper facilities in women's colleges, absence of playground and drinking water, and virtually crippled children under the dead weight of curriculum and books are some of the usual sights in the schools. It is surprising that all this is happening despite the sharp rise in public expenditure on education in recent years. The alarmingly low performance of our school system is a serious cause for concern.

75. RAHMAN, Raziur. Poor Implementation of Good Scheme --- Dawn (Karachi) October 4, 1977.

The fields selected for the implementation of programs to be implemented in stages included the medium of instruction at primary and secondary levels, revision of curriculum, diversification of courses, introduction of religious education, and creation of adequate administrative machinery. Free universal primary education and adult literacy programs were also drawn up and target dates fixed. But little progress was made during the decades that followed.

With a view to reforming secondary education, the Third Five Year Plan had provided for the opening of 40 comprehensive schools. Each school was to work double shift and was to have an enrolment of about 3,000 students selected on the basis of academic ability, diversified courses, better qualified masters, subject specialists, and class teachers. The schools were designed to function on the pattern of public schools and provide quality education to the sons and daughters of the ordinery citizens of Pakistan. This was indeed an important step toward the democratization of education. Good schemes alone, however, are not enough to ensure success. The gap between intentions and results invariably widens if implementation is not full and proper, objectives are not kept in mind, and the staff is not suitably motivated and made accountable.

76. RASHID, Mehrunnesa. Ta'aleem Ka Me'yar (Standard of Education) --- Nawai Waqt (Rawalpindi) October 3, 1977 (U).

Teachers are held responsible for the deterioration in the standard of education. This is not fair. The whole truth is that both the students and the teachers are equally responsible for the present deterioration in education. Students these days take little interest in their textbooks. They are more interested in social activities. As a result, teachers too lose interest in their students, because they find that their efforts are simply wasted.

The second problem is that of syllabus. Syllabii are generally prepared by those who are not teachers by profession. And if they are teachers, they teach in colleges but are put to the task of preparing the syllabus for schools. This practice needs to be changed. The shortage of teachers is another problem the students are facing. Most of the classes go without teachers. All these problems should be solved in the larger interest of education.

77. RIZVI, Nasir. Ta'aleemi Idaron Kay Masa'il (Problems Facing Our Educational Institutions) --- Imroz (Lahore) October 19, 1977 (U).

Certain questions relating to our educational institutions require careful consideration: 1) Is our school system working smoothly? 2) Are the requirements of our educational institutions being fully met? 3) Are the students and teachers discharging their responsibilities honestly? 4) Are our schools being supervised satisfactorily?

The last question, however, needs to be studied carefully. The most potent cause of the failure of our system of education is the lack of supervision of schools and other educational institutions. In view of the teaching problems we are facing today, the need for an effective supervisory system has become all the more urgent. Immediate steps should be taken to appoint trained supervisory staff.

78. RODRIGUES, T.S. Basis of Education --- Morning News (Karachi) October 3, 1977.

Due to continuous deterioration in our standard of education and the miserable pass percentage every year, one is driven to the conclusion that our old educational system was good enough, because it produced people for particular purposes required at the time. Pakistan came into being about thirty years ago, and if we see around we will find that most of our top people are the product of the same old colonial system of education and are good at their respective work. In our enthusiasm and hurry, we tried to modify the system to meet our requirements, and in the process we have created an educated class which is incapable of facing the

challenge of time. Thus, we have failed miserably in our efforts to change the old educational system to fit into our modern progressive way of life.

79. SHAIKH, Feroz. Problems of Education --- Morning News (Karachi) December 28, 1977.

The problems of students and parents are varied in number and nature. Educational administration, primary, secondary, and higher education, admissions, and students' unrest have greatly affected the standard of education in our institutions. To cure the malady, many suggestions were put forward in the past from different quarters. But the tragedy is that no thing was done to arrest the rot in our educational system.

Primary education, in particular, has been neglected. The teachers at primary level are generally untrained. They know little about the method of teaching. They are totally ignorant of child psychology. They just waste the precious time of students in the class. These classes are always overcrowded. The result is that a teacher cannot pay individual attention to every student. Books prescribed are rarely up to the mark. Most of the schools have no playgrounds.

80. SHAMI, Parvaiz. The Home and the School --- In: Education in Search of Fundamentals, 345-368. Karachi, National Book Foundation. 1976.

A home is an important, informal, but effective agency of education. At home, a child is introducted to his first social relationship. It is the institution which rears him and introduces him to the ways of community. In view of the importance of home as an educational force, cooperation between the school and the home must be established. The child spends more time at home than in the school. Therefore, the focus of education should rather be directed to home.

The educative importance of home and its relationship with school are discussed under the heads: 1) closer look; 2) our present situation; 3) accusatory tone; 4) the twoness; 5) understanding home; 6) the barriers; 7) high school stage; 8) the 'varsity'; 9) quality; 10) leisure time; 11) role of community; 12) self-confidence; and 13) parental care.

LANGUAGES, TEACHING OF (Special Section)

81. AHMAD, Akhlaq. B.A. Main Angrezi Ka Mazmoon (English As a Subject in B.A.) --- Nawai Waqt (Rawalpindi) December 30, 1977 (U).

One of the proposals in the recommendations submitted after the three-day Educational Conference was that English should be limited as compulsory subject only up to Intermediate Classes. But nothing has been done so far. The results of Inter examination will be soon out, and admissions to B.A. will start soon after.

Nobody would question the importance of English, but the mounting percentage of failures in this language every year demands immediate decision. This language may be retained as optional in B.A. as recommended by the Educational Conference.

82. AMEEN, Aiesha. Angrezi Se Nijaat Haasil Keejie (Get Rid of English) --- Akhbar-e-Khawateen (Karachi) November 26 to December 2, 1977 (U).

It is painful, indeed, that even thirty years after independence, we could not get rid of English, which is a foreign language. After passing the matriculation examination in science subjects, most of our students fail in English in Inter Science. The reason is that upto matriculation they are taught in Urdu. But when change over to English in Inter Science, they feel themselves at complete loss to express themselves in English. If Urdu is made the medium of instruction in higher secondary level, the students would fare well. Throughout the world, the medium of instruction is the national language of each country, but in Pakistan we are still using a foreign language.

83. HASHMI, Syed Ashraf Husain. Aims of Teaching English --- In: Problems and Principles of English Teaching in Pakistan, 9-26. Karachi Qamar Kitab Ghar, 1976.

Two different situations exist in the teaching of English in Pakistan: one that of English medium schools and the other of Urdu medium schools. Both these situations are briefly discussed. The writer is against the duality of this teaching situation and advocates uniformity and favours Urdu medium schools where English also should be a compulsory subject. English should be given the position of a secondary language in the school curriculum.

Language learning consists of four activities, namely, speaking, hearing, reading, and writing. These four activities are the undisputed objectives of teaching a language. The question is

only of priority of these objectives. Thoughtless fixing of priorities adversely affects the whole process of language teaching. The aims and objectives of English language teaching in Pakistan are discussed with reference to the present situation.

84. HASHMI, Syed Ashraf Husain. English Pronunciation --- In: Problems and Principles of English Teaching in Pakistan, 67-72. Karachi, Qamar Kitab Ghar, 1976.

In discussing the problem of English pronunciation the most difficult task is the choice of a model for pronunciation. This is so because English has no standard pronunciation. The written form has a standard English, but the spoken form varies from region to region and society to society, even in U.K.

The case of English pronunciation in the Sub-Continent is described, and the differences are pointed out. The present situation in Pakistan is that every educated individual has his own way of speaking English. This is due to the absence of any definite model of English pronunciation in Pakistan. Pronunciation was never considered a vitally important problem in the teaching of English in this country. The writer suggests a Pakistani pronunciation standard which will be used in a uniform way all over Pakistan, and will be acceptable to English speaking world as Pakistani pronunciation.

85. HASHMI, Syed Ashraf Husain. Evaluation in English --- IN: Problems and Principles of English teaching in Pakistan, 162-169. Karachi, Qamar Kitab Ghar, 1976.

The present system of examination is said to have neither validity and reliability, nor objectivity. The meanings of these terms in the context of examination are given. It is pointed out that a language test should have two parts, passive and active. The requirements of testing passive and active knowledge are discussed. It is pointed out that the examination system in use at the secondary level throughout Pakistan, can test almost all the passive and active skills in the written form. Active and passive skills in spoken form are not tested. Means and measures must be formed to make it possible in the near future. Thus, the objections against the present system of examination are not against the context but the manner, and they need to revised and amended.

86. HASHMI, Syed Ashraf Husain. Composition Writing --- In: Problems and Principles of English Teaching in Pakistan, 107-123. Karachi, Qamar Kitab Ghar, 1976.

The teaching of expressing onself in written English is

inextricably tied up with teaching of reading prose. Comprehension of a prose passage can only be tested through expression, and so the two are interwoven. Writing English relates to the active aspect of language and is, therefore, a slower process. The teacher must not force the pace if he wishes to avoid bad results. This restraint is all the more important in the case of Urdu speaking students who are yet learning to express themselves in written English.

Guidelines are provided for different types of composition and various steps involved in teaching composition. In the end the writer has given the findings of the committee constituted by the Lahore Board of Secondary Education for conducting research in the development of English curriculum.

87. HASHMI, Syed Ashraf Husain. Language Teaching Equipments --- In: Problems and Principles of English Teaching in Pakistan, 147-161. Karachi, Qamar Kitab Ghar, 1976.

The idea of teaching a foreign language in a natural way implies more than mere method and technique adopted in teaching a foreign language. It involves creation of environment as real and as close to the environment one is likely to land in, when one visits that foreign country. The English language teacher should make sincere efforts to create this generalized context clear to the class. Besides, the generalized visual context, other audio-visual aids can be used very effectively in teaching English.

The aids include, pictures, tape-recorder, and language laboratory. Some mention is also made of teachers' equipments.

88. HASHMI, Syed Ashraf Husain. Grammar --- In: Problems and Principles of English Teaching in Pakistan, 135-141. Karachi, Qamar Kitab Ghar, 1976.

Teaching of grammar is probably the most controversial subject in the school today. It is popular with English teachers, parents, and inspectors of schools. As against these the linguists and language experts insist that a foreign language ought to be learnt in a natural way which admits of no grammar.

The conflict arises because none of them says precisely what he means by grammar. The writer discusses what type of grammar is necessary to learn correct English. It is pointed out that grammar is neither a separate subject, nor does it need a separate section for itself. All that the student should do is to appreciate the important characteristics of the English language and its patterns of form, structure, and word order.

The writer discusses in some detail the teaching of grammar from the linguistic point of view as well as from the examination point of view.

89. HASHMI, Syed Ashraf Husain. Methods of Teaching --- In: Problems and Principles of English Teaching in Pakistan, 124-134. Karachi, Qamar Kitab Ghar, 1976.

In learning English language four main skills are to be acquired: speaking, hearing, reading, and writing. Just as the skills in learning a language are diverse, so are the methods of instruction. The question of selecting an appropriate method of teaching English is linked with the goals and objectives of teaching the language.
The choice of method depends on the objectives sought. The type of methods used by the teachers in our schools includes the translation method, the direct method, and the structure method in the same descending orders. There is a brief discussion of the three methods frequently used in our schools together with their respective advantages, disadvantages, and peculiarities.

90. HASHMI, Syed Ashraf Husain. The position of English --- In: Problems and Principles of English Teaching in Pakistan, 1-8. Karachi, Qamar Kitab Ghar, 1976.

Any discussion on the teaching of English language in Pakistan cannot justifiably be undertaken without going deep into the political history of the Sub-Continent and the historical background of the introduction of English as the medium of instruction and as official language, After independence English learning became more popular in Pakistan. In spite of the fact that Urdu was declared the national language of Pakistan, English de facto continued to be used as the National language in every walk of life. The tussle between national and regional languages also helped the ascendency of English. There was also government patronage for English medium schools.

Briefly, the teaching pattern of English language in Urdu medium schools and English medium schools is discussed, and it is concluded that no realistic attitude toward the teaching of English has been ever adopted in this country.

91. HASHMI, Syed Ashraf Husain. Reading Aloud --- In: Problems and Principles of English Teaching in Pakistan, 101-106. Karachi, Qamar Kitab Ghar, 1976.

The procedure to teach prose with comprehension at the secondary stage demonstrated at the Teachers Training College is the

stereotype 'Horbartian Steps'. This method has long been rejected in the West. But perhaps we have not been able to have a better substitute and are therefore, clinging to this method.

The writer criticizes the steps as they kill the teacher's freedom of action and creativity. It is essential to leave the teacher's hands free and place before him certain principles to serve him as guidelines. Guidelines for teaching English are discussed and lesson plan is presented.

92. HASHMI, Syed Ashraf Husain. Remedial Teaching --- In: Problems and Principles of English Teaching in Pakistan, 142-146. Karachi, Qamar Kitab Ghar, 1976.

Remedial teaching should constitute a regular feature of any English language teaching course, the main reason being the heterogeneous grouping in a class in almost all schools. Students comming from different socio-economic groups have varying educational backgrounds at home. Besides, they vary markedly in their learning capacity.

To make the remedial program effective and beneficial, it should be fully planned and well spread over the entire course of the language during the school session. The details of the program are briefly discussed. The teacher is advised to analyze the mistakes of the pupils and find out the causes leading to such mistakes. Some of the common errors observed by the writer are noted with their probable causes.

93. HASHMI, Syed Ashraf Husain. Selection of Language Material --- In: Problems and Principles of English Teaching in Pakistan, 27-42. Karachi, Qamar Kitab Ghar, 1976.

In the selection of language material we should be guided in the first instance with the dominating purpose of learning English in Pakistan. Having accepted that learning English in Pakistan is an artificial process, we should be strictly control the language material. The principles of selection should be applied at all levels of language teaching, structural, lexical, phonological, and semantics. Although it may not be possible to do full justice at all the levels. A sincere attempt must, however, be made.

Each level of language is separately discussed under the headings: 1) structural; 2) lexical; 3) semantics; and 4) phonological.

94. HASHMI, Syed Ashraf Husain. Teaching Reading --- In: Problems and Principles of English Teaching in Pakistan, 43-54. Karachi, Qamar Kitab Ghar, 1976.

As a priority in the learning of English, ability to read with comprehension is of super importance for our students. By the time the student begins to learn English, he has already formed good reading habits in Urdu. At this stage the student is well acquainted with the advantages, enjoyment, and pleasures of reading. This provides him enough incentive to learn reading English. He has similarly overcome the preliminary hurdles in learning to read Urdu,

The different methods of teaching reading are: 1) the phonetic method; 2) the word method; 3) the sentence method; 4) the story method; and 5) the alphabetic method. All these five methods are discussed with examples.

95. IQBAL, Arshad. Hamara Zaria-e-Ta'aleem (Our of Medium of Instruction) --- Hurriyat (Karachi) December 7, 1977 (U).

It is a matter of great regret that every year majority of students fail in English, and yet no action is taken to adopt Urdu as the medium of instruction. Being an alien language, English should have been replaced long ago. The tragedy is that more than thirty years have passed since our independence and we are sticking to the English language. English, though, is an international language, yet to retain it as our medium of instruction is propesterous. We should give this language a secondary status. Science and technological subjects should be taught in Urdu.

96. RIZVI, Shakeel. Ta'aleem Aur Qaumi Zaban (Education and National Language) --- Mashriq (Lahore) November 4, 1977 (U).

So far as the medium of instruction is concerned, Urdu has not been given its rightful place in the scheme of education. Despite repeated promises by the Government, English remains the medium of instruction in our educational institutions. The situation in Public Schools is extremely deplorable. The recommendations made by the Educational Conference held in October last will, if implemented in letter and spirit, change the whole structure of the present educational policy. What is urgently needed is to do away with English as medium of instruction in our institutions. It is because of the continuance of English in this capacity that the standard of education is falling.

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